



School Self Evaluation 2023-2024: Executive Summary

HEADTEACHER INTRODUCTION

Whether you prefer the word 'unique', 'distinctive' or 'exceptional' there is no denying that The King's (The Cathedral) School provides a wonderfully memorable education for the over 1,200 students within its care. It is an education that we should all be very proud of from the young and energetic students in the junior department through to our sophisticated sixth formers who act as strong and mature role models to the rest of the school.

As a senior leadership team, we are well aware of our responsibility as custodians of the school. The rich history permeates the walls of the school and is best exemplified in those school events that thousands of students have enjoyed over the years – the Cathedral Services where students maturely mark key occasions in the school year; House Music where 300 students took part in our competitive but good natured music competition (well done School House), our Christmas concert where close to 100 performers wowed a packed Cathedral, Charities week where students raised over eleven thousand pounds for local and national charities, our week long Activities week, and Sports Day where students aimed to both beat each other and long standing school records.

Our second responsibility as educators is also to embrace change. This year, students and staff have adapted well to the removal of the school bells, the introduction of a new teaching and learning framework (based around Rosenshine's principles), the familiar figures of senior leaders observing lessons, the use of a new system to record homework, and the development of Equality, Diversity and Inclusivity groups. Over the summer we have been delighted to complete the refurbishment of the astroturf, the modernising of the Humanities toilet block and the creation of a new Pupil Support area, central to the school. By the new year we expect to have completed the building of a new standalone dining area, adding additional eating facilities for our students. From September 2023 all students will have access to an individual locker to store their equipment and we will carefully watch how the school adapts to the change to the length of the school day.

The culture at King's goes deeper than any individual changes that may be made. Our culture is formed by those daily habits which remain as important now as they ever were; students who hold open doors, say hello and thank you, give of their best and throw themselves into a wide range of activities, trips and charity work. We are grateful to our parents who provide huge support for their children and work in strong partnership with the school. And let's not forget the staff. Staff who care deeply about their students, go the extra mile and provide as many opportunities for their students to grow in confidence and knowledge as they are able to.

Of course, there is a great deal of academic success to celebrate within this document. Both A level and GCSE results were outstanding both in terms of attainment and progress. The school community are rightly proud of these achievements.

But the King's School experience is always far more than academic results. This year, the school ran an incredible number of trips and extra-curricular activities, highlights include the World Challenge Expedition to Namibia, a ski trip to Austria, language trips to Paris and Rome, a packed activities week, and a music trip to Brussels.

Leadership opportunities remained strong at King's, with over a hundred sixth form students involved in either mentoring or supporting our student commission group; over sixty students continue to work towards their Gold Duke of Edinburgh Award; and over £11,000 was raised for charity. In Music, incredibly, over 250 students continue to benefit from one to one music lessons, a number of students took part in our whole school musical (Sister Act).

In Sport, students took part in over 20 different activities and the school achieved notable success in Athletics, Badminton and Basketball.

SELF EVALUATION: EXECUTIVE SUMMARY

QUALITY OF EDUCATION

- At A level the school celebrated a superb set of results from our students. **38% of all grades were A*/A and 72% of grades were A*-B.** We were expecting the overall results to be more in line with 2019 than the previous 2 years, and that was the case with **average points being 41 in both 2023 and 2019.** Performance based on attainment and progress was high in a number of subjects, most noticeably Business, D&T Textiles, French and Music.
- In the annual parental survey, **97% of parents** believed that their child does well at this school.
- At GCSE attainment and progress were also very strong. **45% of all grades were 9-7** and the unvalidated **progress 8 score was 0.71.** Progress was 1 grade or more above expected outcomes in 9 subjects.
- We were proud of the progress our most vulnerable students made. Students with an **Educational Health Care Plans** achieved strongly reflecting the strong support of our pupil premium and SEND teams.
- At Key Stage 2, students performed well above the national average. It is important to review the results in light of a modest size cohort (17 students). Scaled score in **Reading was 110 average, Maths 107 and Writing 104.**
- **Religious Studies was provided with more curriculum time** in 2023/2024 by increasing its provision in Year 10 to 6 periods per fortnight from 4 periods per fortnight. This has enabled the teachers to complete more of the GCSE curriculum in Year 10 and will enable them to include more time for review and revision in Year 11.
- A review of curriculum provision for Key Stage 3 languages indicated the need to introduce a second language in Year 7. From September 2023, **Year 7 students will study German alongside French.**
- **Reading at the school remains a priority.** All students in Year 7 took part in our **Accelerated Reader** scheme. Weaker readers have been supported intensely through either small group work on through their work with sixth form reading mentors.
- Students with Moderate Learning Difficulties, who had a new Enhanced Provision curriculum in Year 7 in 2021/2022, followed a **new Enhanced Provision curriculum in Year 8;** monitoring of this indicated very good progress made by these students in reading, writing and maths.
- Lesson observations viewed teaching as being exceptionally strong with **>96 % of all lessons judged Good or Better.** These observations were completed by the senior leadership team and were no notice.
- The Teaching and Learning aspects of the CPD programme were mainly focussed on '**Rosenshine's 10 Principles of Instructions**'. Lesson observations also indicated that many aspects of this programme were being successfully incorporated in lessons with principles. In particular, staff across all subjects regularly reviewed prior learning, provided scaffolding and support and gave students access to modelled answers.
- **Over 100 sixth form students** supported the learning of our younger students through their involvement in either the **mentor programme or the Student Commission for Learning,** a unique aspect of the school.

BEHAVIOUR AND ATTITUDES

- Attendance remains **well above the national average** for the country at 94%. This was slightly below our own target of 95% due mainly to the impact of a small number of students with medically related absences.
- **93% of parents** believe that the school makes sure that our students are well behaved.
- The over-whelming majority of students **demonstrate mature attitudes** towards their learning. 81% of students received only one, or fewer, negative behaviour points for the entire academic year which is a great achievement. We are proud of the regular positive feedback we receive regarding the behaviour of our

students when they are representing the school, both on mass at Cathedral services or out on a range of trips and visits.

- **98% of staff** surveyed believe they are clear on their role in ensuring behaviour is of a good standard and **99% perceive** that behaviour in the school is good.
- Where appropriate, the school uses a range of sanctions available. Data showed that the vast majority (over 90%) of suspensions were linked to behaviour outside of the classroom. The most **common reason for suspension was vaping** reflecting the hard line the school takes on this issue. In response to this the school has made some additional structural changes including reducing the length of lunchtime (from 75 mins to 60 mins), increasing the amount of staff on duty, and progressing a project to open up the toilet blocks to remove hidden spaces.
- **Over thirty students** received a **Headteachers commendation** last year. These students were nominated by their teachers for a range of exceptional achievements. In 2023 students enjoyed the newly introduced achievement assemblies to celebrate their outstanding attitudes.
- There was a modest number of bullying cases last year. **85% of parents believed their child has never been bullied at the school.** Of those that have experienced bullying, 25% believe that the school did not deal with the issue effectively. Whilst the number of cases remain modest we were disappointed with this perception as the school takes all issues of bullying seriously.

PERSONAL DEVELOPMENT

- **Daily acts of worship continue to be an important aspect of school life**, with students taking part in whole school, house, year and tutor assemblies regularly. This year a large number of students had the opportunity to **showcase their musical skills** in whole school assemblies.
- The school introduced a number of **Equality, Diversity and Inclusion groups**, led by a senior teacher and supported in strong numbers by our students. Student mental health was a priority with the school working towards the **Wellbeing Award for Schools**.
- 100% of all our students took part in one or more fieldtrip. For many the number was significantly more than this. The school was **proud to run over a hundred trips** locally, nationally and internationally. Over 60 students were engaged in **Duke of Edinburgh Award** Scheme which included Bronze and Gold Award.
- **98% of parents agreed that there are a wide range of clubs** available at lunch and after school for their child to participate in. We are particularly grateful to our sport and music teams who run a full programme throughout the year alongside running key events such as Sports Day.
- **Over 350 students took part in the annual house music competition**; 65 students took part in the musical production of **'Sister Act'** which was a huge success.
- Students raised over **£11,000 across the year through a range of charity** events at the school.
- Over **95% of students** in Year 10 completed **face to face work experience** – an incredible achievement covering a wide range of experiences.
- Students from other years had opportunities for **additional careers support** including work through our Learning for Life Programme and one-off events such as the BBC careers day.

SIXTH FORM

- Retention from Year 12 to Year 13 at the school is exceptional with **all students progressing into the final year of study.**
- **68%** of Y13 students who applied to university **achieved their first choice offer** with an additional 7% receiving their insurance place. 11% of students have progressed to **Medicine** or medical related courses but the range of courses were as diverse as Japanese through to Computer Game Design. A small number of students progressed to **degree apprenticeships** including within the public sector.
- We were incredibly proud that a small group of our student led a **city-wide initiative** to encourage greater numbers of students from **BAME backgrounds** into further education.

- Sixth form students benefitted from Futures Days, workshops and a programme of enrichment opportunities to broaden their curriculum. **98% of students completed face to face work experience.**
- Over **one hundred of our students** supported younger students through their work as mentors. A large number were involved in one to one support (e.g. reading) and through the delivery of Learning to Learn sessions during tutor time.
- **Number applying for the sixth form for 2023 start reached an all-time high.** This year are external students applying to the school received a **one to one meeting with senior staff** to ensure they were on an appropriate set of A Level courses and to ensure they quickly felt part of the King's School family.

LEADERSHIP AND MANAGEMENT

- During the academic year the school commissioned a **full safeguarding audit** to consider all aspects of this important work. This school was praised for its work around staff recruitment, student perceptions of feeling safe, and staff training. The school continues to always reflect on all areas of practice in this crucial area of school life.
- We were pleased that our **two Early Careers Teachers** successfully passed their two-year induction period – this was very much well deserved.
- Our **CPD programme for 2022-2023** was relatively central led with a strong focus on curriculum, teaching and learning and safeguarding. For 2023-2024 staff will be given more bespoke opportunities to personalise their own learning.
- **97% of staff felt proud to work** at the school; some staff believe that school leaders could pay more attention to the impact of change on workload and that is an area the senior team continues to reflect on.
- **96% of parents** would recommend the school to other parents.

Key Targets for 2023-24

The individual targets below summarise the key priority areas for the school for the academic year 2023-24. These themselves can be best viewed as *'ensuring all students benefit from the full King's School Experience.'*

- Ensure that academic performance at all levels (KS2, 4 and 5) remain the highest in the region.
- Reflect on those opportunities to enhance the Christian nature of the school.
- Aim for an attendance rate of 95%, significantly above the national average.
- Review GCSE progression routes for the small number of students with more significant learning needs. Prepare a bid for a SEND Specialist Hub on site as part of a Peterborough wide restructuring of SEND provision.
- Celebrate the outstanding behaviour of the majority our students; refine those systems needed to support the small number of students who are disengaged with school.
- Further embed the principles of Rosenshine into lessons - with a particular focus on the role of checking for understanding and developing a range of feedback methods across our subjects.
- Develop our CPD programme to include wider range of personalised choice for colleagues at different career stages.
- Ensure there is an efficient way of capturing and analysing engagement in extra-curricular provision
- Successfully achieve the Wellbeing Award for Schools
- Develop the school's IT Infra-structure and continue to invest in the physical fabric of the school.